

# DEPARTMENT OF MENTAL HEALTH LAW AND POLICY TENURE AND PROMOTION CRITERIA

## INTRODUCTION

As a department within the University of South Florida (USF) College of Behavioral and Community Sciences (CBCS), the activities of the Department of Mental Health Law and Policy (MHLP) are consistent with CBCS and USF Strategic Priorities. In addition, a number of MHLP faculty are involved in the Louis de la Parte Florida Mental Health Institute (FMHI), with their work being related to FMHI's legislated mission. As such, the department values community-engaged research and teaching, as well as state-mandated service, all of which are aimed at improving the lives of people with mental, addictive, and developmental disorders through research, training, and education. Faculty members' assignments and activities reflect these values.

A principal goal of the Department of Mental Health Law and Policy is to recruit, retain, and promote faculty who have made substantive contributions and demonstrated excellence within their chosen field of study. It is incumbent on the Department Chair to provide each faculty member with an opportunity to achieve this standard of excellence through their assigned faculty duties.

Consistent with the USF Tenure and Promotion Guidelines, the Department of Mental Health Law and Policy requires that candidates seeking tenure and/or promotion must have demonstrated excellence in both **Research** and **Teaching** and must have made substantive contributions in the area of **Service**. Therefore it is incumbent on faculty members seeking tenure and/or promotion to provide documented evidence of focused and consistent records of research and scholarly productivity, teaching, and service during the review period, and that the collective body and impact of their work has attained a level of excellence. A short period of intensive productivity in the years immediately preceding application for tenure and/or promotion is not an acceptable substitute for a continuous, progressive, active, record of scholarship.

Integral to the mission and vision of USF, CBCS, and MHLP is commitment to engagement with our communities. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Any of the three categories of faculty activity (scholarship, teaching, service) could entail community engagement, and any could in some way "address critical societal issues and contribute to the public good." Community engagement that is undertaken by faculty to "enhance curriculum, teaching and learning and prepare educated, engaged citizens" may be included and evaluated as part of teaching, and community engagement undertaken to "enrich scholarship, research, and creative activity" may be included and evaluated as part of a

research/creative/scholarly faculty assignment. Community engagement should be described in the application in the section most relevant to the community engagement – research, teaching, and/or service.

MHLP is not currently a multi-campus department. If departmental faculty are hired or otherwise appointed at any branch campus, this document will be modified to include them explicitly and equitably in matters of tenure & promotion. This department recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

The following sections highlight the range of activities that will be considered under each area as well as the types of evidence that will be considered as indicating excellence in these areas. It is important to note, however, that the activities listed and the types of evidence described are only examples and are not considered to be all inclusive of the activities or evidence that candidates might provide evidence of excellence in their tenure and promotion application.

## **TEACHING**

Effectiveness in teaching is an essential element in tenure and promotion decisions. Teaching within the Department of Mental Health Law and Policy is broadly defined, particularly for those faculty who have responsibilities within the legislated mission of FMHI. Teaching can occur in a range of settings with diverse audiences and can include:

- Credit-generating instruction at the undergraduate and graduate levels
- Contributions as a director or member of thesis or dissertation committees (undergraduate or graduate)
- Student mentoring
- Academic advising
- Contributions to course, concentration or degree program development
- Revision or development of courses to meet online course development objectives
- Teaching-related publications or workshops
- Instructional grants and related activity
- Teaching supervision
- Education abroad activities
- Continuing professional education courses and related knowledge-dissemination and training activities<sup>1</sup>

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<sup>1</sup> Although continuing education and related knowledge dissemination activities can qualify as Teaching or Service contributions (depending on the particular activity and context) any specific activity or event can only be credited once (and not in both Teaching and Service).

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All of these activities will be considered for evaluation of effectiveness in teaching. Faculty in the probationary period for tenure, however, are required to teach credit-generating courses for the University, even if they make contributions to teaching in other areas. It is incumbent on the Chair of the Department to ensure that faculty members receive opportunities to teach credit-generating courses during their probationary period. It is the responsibility of the faculty member to ensure that teaching activities are evaluated and documented and that this information is made available to the review committee.

Excellence in teaching will be evaluated through some or all of the following processes described below. It is important to emphasize that the order in which these indicators of quality are presented below is not indicative of the value or priority of the measure. In addition to end-of-term Student Assessments of Instruction, which must be included, a candidate may also present the following kinds of documentation of teaching effectiveness:

- Documentation of courses or training events delivered, including the numbers of students or participants involved
- Number of students provided academic advising and evaluations
- Evaluation of training activities, by students or sponsors
- Evaluation of consultative activities by funders / agencies
- Evidence of student mentorship and related outcomes
- Teaching-related publications
- Awards received in recognition of outstanding teaching
- Evidence of innovation in teaching
- Participation in the development of courses, degrees, programs
- Receipt of grants to support or enhance teaching activities
- Receipt of training grants and documentation of related products
- Contributions to the instructional support structure of the department or college
- Participation in workshops / programs to enhance teaching skills
- Engagement in collaborative / interdisciplinary teaching activities
- Mentoring of student dissertations / theses, review of abstracts, graduation rates, and student authored publications
- Other forms of student evaluation of teaching
- Conversion of courses to online format
- Peer review of teaching which may include class visitations and observations and/or examination of course materials including syllabi, handouts, examinations.

It is not necessary that all of these evaluation approaches be implemented to examine teaching

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performance, but only those that are relevant to the teaching methods employed.

## **RESEARCH AND SCHOLARSHIP**

Excellence in research and scholarship should result in faculty members establishing national reputations in their respective specialty areas. Given the vast diversity among our department faculty with respect to discipline (e.g., law, sociology, economics, psychology, social work), tenure-earning status (tenure earning versus non-tenure earning), and FTE (12-month versus 9-month appointments), the scope and quantity of the body of work denoting excellence will vary among faculty members as will the types of evidence offered in support of this high level of achievement. Evidence will be examined in the context of the faculty member's position and assigned duties during the review period.

The quality of a faculty member's research and scholarship can be indicated or measured in a number of ways. It is important to emphasize that the order in which these indicators of quality are presented below is not indicative of the value or priority of the measure. Indicators of quality include but are but not limited to:

***Publication and other dissemination of scholarly activity.*** Publication of peer-reviewed journal articles, books, and book chapters; making presentations at state, national and international conferences; and being invited to speak at conferences and institutions all provide evidence that the faculty member's scholarship has been deemed important by an external source. Factors such as serving as the lead author on peer reviewed articles, the labor intensity of studies published (e.g., large-scale studies involving primary data collection), inclusion of graduate and/or undergraduate students as authors, journal impact, the reputation of the book publisher, citation counts, and size of a journal's readership provide additional information by which the quality of the faculty member's scholarship can be judged. In recognition of the unique mission of the department, alternative dissemination activities such as technical reports, monographs, and trade publications will be considered when evidence of their impact on practice and/or policy can be documented.

***Generating external funding to support scholarly and research activities.*** Grants, contracts, and fellowships that are awarded to support scholarly and research activities all provide evidence that the faculty member's scholarship has been deemed important by an external source. The competitiveness of the funding source can reasonably be considered as one indicator of the quality of the faculty member's scholarship. The role of the faculty member as Principal Investigator (PI) or as Co-PI in grants or contracts received will be considered in determining the level of scholarship and productivity. Submission of research-based grants and contracts to support scholarly activities will also be considered in evaluating the productivity and trajectory of research efforts.

***Awards and honors accrued by the faculty member for scholarly activity.*** The quality of a faculty member's scholarly activity is also indicated by receipt of awards or honors granted for such activity. These awards or honors may be bestowed by the faculty member's recognized

profession or otherwise. Less conventional sources of evidence such as letters from state or local leaders and agency administrators that document the faculty member's involvement in specific local activities and their impact also will be considered.

***Other indicators of the quality of faculty scholarship.*** Other evidence reflecting the quality of a faculty member's research and scholarly activities includes appointments to serve on grant review panels, state and/or national task forces, or expert/blue ribbon panels; invitations to testify before governmental bodies; and positive citation of the faculty member's work by governmental and other bodies. In addition, leadership roles in professional organizations and editorships and editorial board appointments will also be considered, with an acknowledgement that such activity also constitutes service to the profession.

***External Review Letters.*** In all cases, evidence supporting the collective significance and impact of one's teaching, research and scholarship, and service will include an independent evaluation and review by ranked, tenured faculty at other high-impact research universities. It is anticipated that these review letters will be strongly supportive of the applicants.

***Supplemental Considerations.*** Given the unique mission of the Department, community-engaged research and scholarship focused on behavioral health issues that meaningfully contribute to changes or innovations in knowledge, practice, and/or policy at a local, state, national, or international level is highly valued. This research should also be consistent with the College's and University's prevailing strategic priorities. Specifically, examples of some priority research areas include activities that: contribute to the definition or resolution of behavioral health problems or issues; apply state-of-the-art knowledge or innovative and novel approaches that effect changes in practice, service delivery systems, and/or policy; develop and validate interventions designed to prevent, ameliorate, or remediate persistent negative outcomes for vulnerable populations or to optimize positive outcomes, or incorporate interdisciplinary expertise to assist groups and organizations in conceptualizing and solving problems related to behavioral health.

In addition, faculty whose research and scholarship contributes to the USF strategic priority of student success in the form of providing students with practical experiential opportunities, co-authorship on manuscripts and other dissemination activities, and/or financial support in terms of academic-related employment opportunities, research assistantships, and/or post-doctoral fellowships will be favorably reviewed. Similarly, research that promotes the global presence of the department, college, and university will also be highly valued.

## **SERVICE**

The Department of Mental Health Law and Policy values faculty service, broadly defined. This includes service to the department, FMHI, college, and university; service to the public and community, state and nation; and service to the faculty member's profession. Service is distinguished from engagement with community and professional organizations that is undertaken in support of teaching or of research/creative/scholarly work (which would be

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referenced respectively in teaching or scholarship). Candidates for the Associate rank are expected to have a record of substantive contribution of service to the University, profession, and/or public. Candidates for the rank of Professor are expected to have a record of *substantial* contribution of service to the University and to the field, profession, or community, as appropriate to the mission and goals of MHLP, CBCS, and USF. Expectations about the level of meaningful service contributions for candidates for Professor are significantly higher than those for attaining the Associate rank. The service opportunities available and of interest to faculty members vary considerably. Examples of some service activities are provided below. These lists are not exhaustive.

***Service to the Department, College, University, and FMHI***

- Serving on committees (e.g., search, tenure and promotion, academic programs, awards)
- Serving in governance
- Contributing towards development of department college, or university policies and procedures
- For those Department faculty involved with FMHI, contributing towards development of FMHI policies and procedures

***Service to the Public and Community***

- Training or consulting with community, state, and federal/national agencies and entities<sup>2</sup>
- Serving on committees and boards of community, state, and federal/national agencies and entities
- Educating the public via involvement with the media
- Consulting with and providing information to the legislature, courts, or executive branches of government, at the state or federal level

***Service to the Profession***

- Holding office or taking responsibility for the matters of a professional organization (e.g., treasurer, program chair)
- Involvement in dissemination (e.g., serving as a reviewer for or on the editorial board of a journal, serving as a reviewer for a scientific or professional program)

In addition to the above activities and following the historical traditions of the Department, MHLP continues to value faculty contributions in the area of State Mandated Service. Much of the Department's community-engaged research agenda is based on state-mandated service activities that involve building relationships with state agencies and related service systems.

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These entail service activities that aid in driving the state's policy agenda and effect system change. Faculty activities that involve systems- related research, including collaborating on or assisting in writing grants for local and state entities, aiding in developing their strategic plans, and helping develop research/evaluation agendas for implementation of evidence-based practices will be considered.

The nature of the service should be described. This description should include information about the:

- Extent and scope of the service, including the length and time commitment
- Faculty member's role/title, including any administrative responsibility associated with the service
- Geographic reach of the service, such as local, state, national, or international
- Impact the service had on the functioning of the department, institute, university, community, or profession
- Outcomes resulting from the service (examples of outcomes from service are influences made on law and policy, increase in the visibility of an important issue, completion of a task (such as a position search), as well as any products that arose from the service).

## **REVIEW PROCESS AND COMMITTEE MEMBERSHIP**

The MHLP review process and committee membership will adhere to applicable specifications in sections III and IV in the CBCS Guidelines, which are incorporated here by reference.

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### **Approval History**

Approved by MHLP Faculty vote on May 8, 2020

Approved by Dean's Office on May 12, 2020

Approved by Vice Provost Garey on May 13, 2020

Effective date: May 13, 2021 (or sooner pending UFF review)